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ABSTRACT

This study attempted to identify and compare some of the assumptions concerning international education exchange of first, the international education exchange community, and, second, the African-American student community. The study reviewed materials from published institutional literature for the assumptions held by the international education exchange community, and conducted a series of tape recorded interviews with eight African American students attending California State University (Los Angeles) to identify their assumptions concerning international educational exchange. Analysis of the data suggested that there may be a disproportionate cost paid by inner-city African-American students who study on campuses with an "international" focus. Students interviewed expressed the following attitudes: that new strains of racism and class prejudice are imported to their campus by foreign students; that foreign students shun, avoid and are afraid of African Americans; that, overall, there is no benefit to having foreign students on campus; and that, foreign students sap and divert institutional resources, take up needed classroom seats and contribute to an already tense racial environment. In addition, these Black students assumed they would be treated as objects of fear abroad and that institutional efforts keep them ignorant of opportunities for study abroad. (Contains 15 references.) (JB)

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# Assumptions of African-American Students about International Education Exchange

Prepared for the session:
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## Introduction

The impetus for this preliminary study stems from the author's work as Director of International Student Services (ISS) at California State University, Los Angeles. ISS serves both foreign students (1,000-1,500 per year) and US students who study abroad (fewer than 30 per year). Although the CSLA campus has a population of over 10 percent African-American students, nowhere near that percentage has ever participated in overseas study programs. In most years, not even one African-American student participates. However, percentages of other racial/ethnic groups are represented in these programs in more or less in same proportion that they are represented on campus: White, Non-Hispanic 23.5 percent; American Indian 4 percent; Asian/Pacific Islander 28.8 percent; and Latino 37.1 percent (CSLA, Facts #9).

The LA uprisings in April, 1992, resulted in a significantly increased number of foreign students (mostly Asian) living in University housing requesting to have a change of room assignments or refusing initial assignments so that they would not have to share a bedroom or even occupy a different bedroom in the same apartment unit with a black student. At its worst, some foreign students refused to be placed in an apartment if they so much as saw a photo of black person decorating that apartment's walls.

The combination of these two conditions, plus the fact that a review of the literature revealed that there had not been an analysis of the assumptions of African-American students about international education exchange, led to this study.

This study identifies and compares some of the assumptions of players in (a) the international education exchange community, and (b) the African-American student community, about the nature of international

education exchange. For purposes of this paper, the discussion of international education exchange is limited to two areas: (1) the presence of international (i.e. foreign students) on US colleges and universities, and (2) US students who study abroad for credit. Despite concerns that the term "foreign" may bear negative connotations, it will nonetheless be used throughout this paper in order to distinguish between students who come to the United States to study and those US students who participate in "international educational exchange" through studying abroad.

In general, the international education exchange community assumes that the presence of students on US colleges and university campuses is an automatic "win-win." It is widely held that foreign students enrich the opportunity for intercultural communication and world understanding between them and US students as well as serving to boost the tuition revenue of their host institutions. It is also assumed by many in the international education exchange community that the presence of substantial numbers of foreign students ultimately leads to salutary political relationships between the US and other countries and initiates networks of potential trading partners.

Employing recorded interviews with students at California State University, Los Angeles, this study seeks to discover if there are identifiable assumptions held by African-American students which might help account for the general lack of involvement of African Americans in international education. Further, we want to determine if there aren't "hidden costs" associated with international education which might accrue differentially to African Americans on campuses with a significant enrollment of international students--costs which might contradict some assumptions of the exchange establishment. This paper suggests the need to

study further the assumptions of the African-American student community about international education exchange and to incorporate the findings into the development of strategies and tactics which could help insure that African Americans become fully franchised players in international education exchange.

**Background**

Throughout recorded history, students the world around have packed their bags, left family and friends, and traveled, often at great personal risk, to study in famous institutions or at the feet of specific scholars. This informal movement of students between city-states or nations is an ancient and honored legacy of the academy.

Since the end of the World War II, the informal movement of students has been increasingly organized, politicized, bureaucratized, institutionalized, and commercialized. In short, it has "grown its own legs." Immediately following the end of World War II, the US government launched a series of initiatives which included the G.I. Bill, the Fulbright Act of 1946, *Point Four* enabling legislation, and the National Science Foundation Act. These were all put into place within five years after the end of the war. In 1958, with the passage of the National Defense Education Act (NDEA), graduate programs in foreign languages and area studies were funded, largely stimulated by concerns for Soviet leadership in space. The Peace Corps followed in the 1960's, and the International Education Act was passed in 1966 (Vestal 76). Today, over 416,000 foreign students attend US colleges and universities. Although there are no census figures collected that indicate the racial/ethnic make-up of the study-abroad population, approximately 70,000 US students study overseas for

credit out of a population of approximately 12.5 million US college students. Worldwide, well over a million students study in a country other than their own (Zikopoulos, 1993). Some of what "international education exchange" has become is reflected in the panoply of US-based not-for-profit organizations which serve and represent it, including:

- •The Institute for International Education (IIE)
- •The Association of International Educators (NAFSA)
- •The Association of International Education Administrators (AIEA)
- •Teachers of English to Speakers of Other Languages (TESOL)
- •The Fulbright Commission
- •Council of International Education Exchange (CIEE)
- •The Alliance for International Educational and Cultural Exchange
- •American Institute for Foreign Study (AIFS)
- •Partners for International Education and Training

and many more.

In addition to organizations dedicated to international agendas, virtually every major US higher education association (such as the National Association of State Universities and Land Grant Colleges, the American Council of Education, the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, and the American Association of Collegiate Registrars and Admissions Officers) now has an "international" department or division.

Each of the international education agencies (or divisions) has been built on the assumption that international education exchange is a "win-win." That is, that all players benefit; that there are no losers.

But is that really the case?

Since the 1970's, efforts to provide for educational equity have played a major role in shaping American university and college life.

Through a series of "equity programs," colleges and universities have sought to create an equality of opportunity for students who may bring vastly different degrees of readiness and support to their higher education careers. Equity programs are directed towards students of color, students with disabilities, students of very low income, and women. These programs and services, including federal and state financial aid, Educational Opportunity Programs, services for students with disabilities, and others, are designed to help create a "level playing field" where conditions that are beyond the student's control and that are presumed to mitigate against a successful educational outcome are reduced or eliminated. Yet, even with the rise of equity programs and the creation of a more level field, it is not apparent that all students are playing the same game.

This paper is principally concerned with three questions:

1) What are the assumptions of the international exchange community about international education?
2) What are some of the contradictory assumptions that African American university students make about international education?
3) Can expanding the assumptions held by the international education exchange community to include some of those of African Americans lead to greater and more satisfactory participation of African-American students in international education?

**Method**

This study of assumptions of African-American students is informed by the the work of Ian Mitroff who, over the years, has elaborated how the term can be of value to help understand organizational behavior. His work on stakeholders (1983) is the most complete statement to date of how the metaphor of stakeholding can be used to plan organizational strategy and help account for its outcomes. Mitroff's definition of stakeholder is ordinary and intuitive. Stakeholders are all those who either affect or are influenced by an organization and its policies. Mitroff suggests that decision makers should seek, find, and understand the assumptions that they themselves make about the behavior of stakeholders. He speculates that individual policy makers are influenced by a set of guiding assumptions that shape their thought processes and color their understanding of the world. By accounting for these influences, decision makers can better understand how they ascribe stakes to stakeholders and how a particular policy will be accepted by a particular stakeholder. Mitroff embellishes the concept of stakeholder to encompass both psychological and social systems perspectives.

A fictional example will demonstrate how Mitroff illuminates decision makers' assumptions about stakeholders in an organizational context. The president of a state university asks his top level administration to study the implications of lowering the level of English language proficiency needed by foreign students to gain admission. At a meeting of decision makers consisting of vice-presidents, deans, and the international education administrator, the president asks each person to list all individuals and groups who could possibly affect or be affected by the proposed change in policy. Each administrator develops a list. The lists

are compared and merged. It is possible, even likely, that these decision makers are themselves cast in the dual roles of both decision maker and stakeholder. Potential stakeholders are added to the list as ideas come forth Now each members of this group is asked to discover what assumptions he/she holds about each stakeholder's stake. How does each decision maker define the assumptions and the stakes which are held by each other stakeholder with regard to lowering of English language proficiency levels for foreign students? For example, what is the stake of the director of student housing should there be an increased demand for dormitory space when students move in from other, more exclusive schools? Next the lists of assumptions are compared. Predictably, the vice president of financial services assumes that English teachers are driven by the need for guarantees of financial stability and thus will be glad for more students. He also assumes that because foreign students are looking for an easy route to a degree they will flock to a school with lowered standards. The dean of liberal arts assumes that the English faculty are motivated by concerns for their prestige within their community of peers and so they will fight the proposed change since they will think that their classes will be flooded with marginally literate students. The dean also assumes that foreign students will be attracted to the school if they are unqualified to attend institutions with higher admission standards.

After the group discussion results in consensus, those assumptions which the group thinks are both the most essential to the successful outcome of the proposed policy, as well as those which the group predicts are most likely to be accurate, are examined in order to develop strategies for getting the support of the individuals and groups that hold the most important stakes in the proposed policy. So, two kinds of priority

development are accomplished during this process. First, the group decides on which assumptions are most likely to be accurate, based on the group's understanding of stakeholder behavior and second, the group decides which stakeholders are most powerful in regard to the particular policy. From a political perspective, it is likely that those with the most power will be centered within the organization. In the example given above, it could be that the most powerful group and the one that needs most urgently to be considered is the English faculty.

This method could lead to a well-considered decision resulting from deepened understandings of who held stakes and what was the range of assumptions that one could be quite sure about (disentangling them from uncertain assumptions based on projections or mis/dis/non information).

In the current study, the decisions of policy makers are represented by statements made by representatives of institutions within the international education exchange community. As will be seen, these assumptions may diverge quite significantly from some of the assumptions that are held by one class of stakeholder: African-American university students.

The study at hand was based on a review of material from two types of sources:

(1) The assumptions that are presumably held by the international education exchange community were derived from a review of published institutional literature. Statements which imply an assumption about the benefit of international education exchange were listed. No effort was made to determine either the frequency of the assumption or its likely accuracy. A list of these statements was produced and reworded for consistency.

(2) The assumptions of African-American students about international education exchange were gathered from a series of tape recorded interviews on the California State University, Los Angeles campus. Eight interviews of African-American students were conducted. Five of the respondents were men; three were women. Ages of respondents ranged from 20-25 years. One of the students who participated was selected because he used ISS to explore overseas study possibilities. The other participants were found by the student interviewer, an African-American male student, and had no connection with ISS. Each interview lasted 30-45 minutes and was organized around a series of open-ended opinion questions (see appendix I). Some questions were asked to determine the student's current "environmental" situation; others attempted to determine the student's factual assumptions about international education topics. Interviews were held on campus where and when it was mutually convenient for the student interviewer and the student respondent. Since the interviewer and the respondents were students with significant time and transportation constraints, obtaining interviews was a major obstacle.

The questions were organized into clusters which probed for assumptions about:

1. the demographics of CSLA;
2. why foreign students come to the US to study;
3. how foreign students are financed in the US;
4. advantages of having foreign students on campus;
5. what foreign students think about US students;
6. how foreign students form their impressions of US students;
7. the interest foreign students have in the economic and social problems of the local community;
8. the advantages which might accrue to a US student who studies abroad;

9. obstacles to inhibit African-Americans students from studying abroad;
10. who the students at CSLA are who study abroad;
11 how students obtain information about study-abroad opportunities;
12. how US students pay for study-abroad programs;
13. how African-American students would be treated in Japan, Nigeria, England, France, Kenya, Mexico, and Spain.

**Data**

Assumptions of the International Education Exchange Community

The following assumptions about international education exchange were gathered from a variety of institutional publications. They are presented without consideration for frequency of occurrence or likely accuracy.

1. We live in a global community.
2. We live in an interdependent world.
3. Our problems, challenges and solutions cannot be determined by us and our nation acting along.
4. The gravest issues we face are international ones.
5. Colleges and Universities have an obligation to prepare our young people to live and function in a globally interdependent world.
6. Shifting world conditions make a strong international focus not only practical but essential.
7. The destiny of the United States is increasingly influenced by international, even global, events and circumstances.
8. The creation and transmission of knowledge, and the economy which makes it possible, are global matters.
9. Students who work with international colleagues enhance the flow of knowledge and technology across national boundaries,

gain essential international expertise, and promote international cooperation.

10. An international perspective in the general education program will sensitize students to the practical problems attached to diverse heritages, customs, and beliefs.

11. Students who study abroad will develop an understanding of the world community, its problems, needs, and potential.

12. Students who study abroad will become resources for other students upon their return.

13. Educating foreign students is valuable both to the student and to the university.

14. Educating foreign students allows them to acquire a firsthand understanding of the values and society in the United States.

15. Educating foreign students enables the university to educate and influence future leaders of countries all over the world.

16. Educating foreign students provides the campus with valuable resources as they internationalize campus life.

17 Educating foreign students offers experience and expertise that contributes to US students' international and global understanding.

18. Our courses must emphasize the importance of global interaction--an interaction that spans all the disciplines, as our students prepare for the post-industrial global village in which they will live.

19. US exchange programs produce foreign leaders who are catalysts for change in their nations and who build strong partnerships with the United States.

20. International exchange programs provide irreplaceable opportunities for Americans to develop the skills needed to work effectively in the global marketplace.

21. Competition around the world to attract foreign students is intensifying because of the important economic and foreign policy value of educating future leaders.

**Assumptions of some African-American Students**

Gleaned from interviews of African-American students at CSLA, the following are assumptions about international education exchange which differ from those of the international education exchange community. As with the assumptions derived from that community, no effort was made to determine either the frequency of the assumption or its likely accuracy. The statements were reworded for consistency and clarity.

1. Foreign students are given grants by their countries to study in the USA. They don't pay for it themselves.

2. The US Government pays for foreign students to study in the US.

3. Foreign students derive negative stereotypes about African-American students from the media they experience at home, before they even come here.

4. Foreign students are not interested in local (i.e. Los Angeles) social, economic and political issues.

5. Foreign students are interested in getting good grades, getting their degrees/diplomas, and getting on with their careers.

6. African-American students who study abroad can expect to be treated differently (and less well) than their European-American cohorts.

7. It is too expensive to study abroad.

8. Foreign students on campus can tell you what it's like where they live.

9. African-American students do not have access to the same information about international exchange opportunities that other students have.

10. Information about study-abroad opportunities is a low priority on campus (don't know where you would find out about it).

11. Study-abroad opportunities are funded by countries overseas with the funds going directly to campus departments.

12 Young people in many countries overseas (especially Africa and Latin America) are eager to learn about what life is like for African Americans in the US.

13. The US is seen as a promised land by people around the world and is held in very high esteem.

14. Foreign students assume that most African-American students are lazy and don't appreciate what is available.

15. Foreign students on campus help to eliminate stereotypes and prejudice.

16. Foreign students are scared of African-American students.

17. People overseas will be scared of African-American students who participate in study-abroad programs.

18. People will stare at African-American students overseas.

19. African-American students must constantly assess the environment (both at home and abroad) to determine the level of threat and nature of bias.

20. Some countries (for example, Japan) respect African American entertainers, athletes and fashion, but will not respect an ordinary African-American student without these exceptional qualities.

21. Africans in Africa are as susceptible to the media depiction of African Americans as anyone else, and their stereotypes are just as negative.

22. Europeans are more likely to be helpful to a person from another race than are Americans.

23. Inner-city African-American males are very likely to be shunned by foreign students on campus.

24. Foreign students represent the upper class. They are not likely to cross race/class lines in developing their friendships.

25. Foreign students have a lot of financial backing and, despite English language problems, are far better prepared for the university than most urban African-American students.

26. Foreign students express an arrogance in that they were skimmed off the top in their country and are here to get what they came for, period.

27. Foreign students assume that, "if I can get a university education here despite my language problems, what's wrong with them [African Americans]? They must be really stupid and lazy."

29. The people who promote international education exchange share class interests with the foreign students who come here and don't know or care about the life of most African Americans.

30. If an African-American student from CSLA studies overseas, it probably means that his/her family will lose one income for the time he/she is gone.

31. Foreign students are not conscious of the oppression of blacks, Asians, Latinos, or poor whites.

32. People in the international education exchange community are more interested in the "exotic" than in the home-grown, American black.

To capture the tone of some of the statements from which this list was drawn, the following quotations are provided:

Female Student:

When I tell them [foreign students] that I'm from here [instead of from Africa or the Caribbean] I can see their faces fall. They suddenly loose interest. I've gotten used to the smiles dropping off their faces. I'm no longer important. I'm not an exotic experience for them. Because I'm an American and I'm not white, I just am not important. What if I had a Black American accent? What if I looked like a gang member? What if I were darker? I just want to be welcomed and involved in campus activities.

Male Student:

We need to know from them [the foreign students] how they see themselves in terms of the class structure of their own countries and how they view themselves in terms of their relations with the other classes in their own countries.

Male Student:

I'd like to know why they don't want to talk to me.

Male Student:

Who's going to make up the difference if I go overseas? If I go abroad, when I come back, my family might be in the streets. A lot of students want to go, but they can't, because a lot are married or have kids at a young age.

Male Student:

I haven't met anybody [a foreign student] who was really outgoing, really willing to sit down and talk and deal with stereotypes and sort out the mass media bullshit and I haven't found anybody open. I wonder if the recruiters... [who bring foreign students] are going to the right people? Are they just going to people who are of a class that they don't have to worry about money or race or the everyday issues that I have to deal with?

Male Student:

[I haven't met any foreign students because] they've been told that blacks, poor people, inner city people are drunks, lazy, drug addicts and so-on, and so they exclude themselves from us totally. They don't want to go out of the way with us.

Female Student:

I have [thought about going abroad to study], but I haven't considered which one, yet. I think it would be interesting. I wonder how well those people in that country would receive me? That's what I'm concerned about.

Female Student:

My mother went to England. She just wanted to hurry up and get away from England. She didn't want to stay there at all. She went with a group to London, England. There was some verbal communication...do you know what I'm saying? Do I need to go any further?

Male Student:

I used to play a lot of tennis at this particular park. A lot of Asians play there. I ran into this guy from Thailand and told him that at one time I had thought about going to his country and spoke a couple of simple Thai words. As we talked a little more he said, "you know, you very different black person. Your people very lazy. They want something for nothing. They fight and they kill. But you different." When he said that, he didn't realize he was offending me. I realized he didn't know that, so I didn't get too upset, but that represents the tip of the iceberg. There are lots of foreign persons who have warped perceptions about ethnic groups in the United States. That's coming largely from the media.

Female Student:

Whoa!! They [foreign students] are scared! They are scared of us! They are scared of me! Every single one of them, when they first

moved into the dorms, they were willing to talk to everyone else in the dorms, but I was the only black person in the building. They would talk to me (if they had to) but they were really scared. I finally talked to them...I confronted them on why they were scared of me and they said, "I don't know." I asked if it was because of what they see on TV. Finally, a young lady who's living in the dorms with me right now, she's from Iran, and she said that in her country they said a lot of things about black people...people of my color and she said that now, meeting me and being over here, that I was one of the nicest people she had ever met. So, it changes their views and also stops their stereotypes, but they are really are scared and not sure of me and my reaction. I'm a very outgoing person, but they are not aware of my personality.

Female Student:

Besides thinking about the money [to study abroad], I think about how would people treat me as a person. How will they be scared of me? Not so much "will people accept me?" because I know people will stare...they always stare. They stare right here in the United States, regardless of where you go. When I go to another county, people look at you as if you are from outer space. I think it's the same thing as that. You have to be there. You have to show them that "I'm here. I exist. Like everyone else. You can stare at me all you want...I'm going to be here. I deserve to be here. So just being stared at by people and being afraid...wondering what their biases are against me...against us...

Male Student:

For the most part, foreign students are not interested in problems of US life and culture. They come here, get their degrees, see the sights and go home.

**Conclusions**

Over the years, the assumptions of the international education exchange community have evolved into a cohesive, clearly defined whole. Regardless of their veracity, these assumptions largely constitute the stock-pile of arguments from which institutions draw to initiate and explain their international policies and programs. They are the kinds of assertions which have the intuitive ring of truth. And, as the global political and economic environments takes on forms with which we are unfamiliar, it is no wonder that the international exchange community has redoubled its efforts to establish and maintain a central position in the preparation of the world's future leaders.

If we assume the accuracy of the exchange community assumptions, then the extraordinary low rates of participation of African Americans in these programs and opportunities should be received with great concern. For if, in fact, the role of international education exchange is as essential to the future economic and political health of the United States as the exchange community claims, every US student should be deeply involved with one or more of its various manifestations. To ignore the general absence of the African-American community from the international education exchange arena insures that they will be even less likely to be players in the political and economic life of the twenty-first century.

From this small, preliminary, study about some the assumptions held by some African-American students we see that there is initial evidence to suggest that there may be a disproportionate cost paid by inner-city African-American students who study on campuses with an "international" focus. They assume that new and unfamiliar strains of racism will be imported to their campus, adding to whatever indigenous racism they

already encounter. Unlike the European-American student who at the worst can expect to receive a neutral reception from foreign students, African-American students seem to assume that they will be shunned, avoided, and feared. For the most part they assume that foreign students bring not only racial prejudice but class prejudice as well. They assume that foreign students have little if any interest in the lives African-American students lead, the problems they face, the political, social and cultural environment in which they live, or any other aspect of their existence; that foreign students might appreciate black music, entertainment, and sports; that they have no interest in familiarizing themselves with the people from whom these artistic expressions spring.

In short, it is possible that African-American students may assume that there is no benefit to them at all by having foreign students on campus. That, rather than serving as a resource "contributing to US students' international and global understanding," foreign students sap and divert institutional resources, take up needed classroom seats and contribute to an already tense racial environment.

Furthermore, African-American students seem to assume that they will be treated differentially abroad--that they will become objects of curiosity, if not fear. Also, they may assume that their own lack of information about the possibilities for overseas study is a result of an institutional effort to keep them ignorant of the opportunities--that international education is a game they are not really expected to play.

Of course these are not the only assumptions held by African-American students. We interviewed some who could have written press releases for any university or international education exchange agency. Their assumptions about the value of foreign students and study-abroad

programs precisely mirrored those of the international education professionals. They gave examples of wonderful friendships formed with foreign students and happy, fulfilling experiences abroad. But they are the exceptions.

If our goal is to develop strategies that will lead to the participation of a greater percentage of African-American college and university students in international education exchange opportunities, then one starting point could be further, more intensive, investigations into the beliefs and assumptions which they hold. Knowing, understanding and anticipating these assumptions can help broaden the perspective of the international exchange community and can us develop policies and practices which take them into account. Building acknowledgement of these divergent assumptions into the strategic plans of international education programs will help insure that the concerns of African-American students are dealt with.

If we are serious that international education is essential for the future of our country and for the intellectual development of our students, it is time to begin finding strategies to bring all the players onto the field and to insure that the same game is being played by all.

## APPENDIX I

## INTERVIEW SCHEDULE

**PART I**
**THE ENVIRONMENT (interviewer comments on tape prior to interview):**

Day? Date? Campus? Time?
Specific Location
General Observations

**PART II**
**THE STUDENT (asked to interviewee):**
Name of interviewee (optional)? Age? Units completed (in total)? Class (fresh. soph. etc.)
Job? Tell us about your job. (kind of job? hours per week? pay? etc. why work?)
Tell us about your family's "college history" (first generation? Brothers/ Sisters?)
Tell us about your living situation.
Transportation to/from school?

**PART III**
**GENERAL ASSUMPTIONS:**
About how many students (in total) study at your campus?
Estimate the % of African-American students?
Estimate the % of Asian-American students?
Estimate the % of Latino students?
Estimate the % of Native-American students?
Estimate the % of European-American students?
Estimate the % of immigrant students?
Estimate the % of foreign students?
Estimate the % of foreign students from Africa
Estimate the % of foreign students from Asia
Estimate the % of foreign students from Europe
Estimate the % of foreign students from Latin America

**PART IV**
**FOREIGN STUDENTS:**

Why do you think foreign students come here to study?

How do you think foreign students get the money to pay their tuition, room and board?

Can you think of any advantages for having foreign students on your campus?

Can you tell us about any contact you may have had with foreign students at your campus (in class? dorms? clubs? social activity? community?

What do *you think* foreign students think about African-American Students on your campus?

Can you give any specifics?

In general?

How do you think foreign students develop their impressions of African Americans?

How interested *do you think* foreign students are in the social and economic problems of your community? Of contemporary US society?

**PART V**
**STUDY ABROAD**

What might be some advantages for a US student to spend one or two semesters or quarters studying at a university in another country?

Would you consider studying at a university in another country? Why? Why not?

What might prevent you from studying in another country?

Who do you think are the students who study abroad at your campus?

Do you know of any African Americans who have lived abroad?

What did they have to say about it?

Do you know where you would go to get information about studying abroad if you wanted to?

How do you think students pay for studying abroad?

How do you think you would be treated as a foreign student in: Japan? Nigeria? England? France? Kenya? Mexico? Spain?

General comments?

## PART VI
## INTERNATIONALIZATION OF THE CURRICULUM

In the last few years, there has been an increasing emphasis on "internationalizing the campus, the curriculum, etc." on many US campuses. What do you think "internationalization" means?

What do you think that the impact of this focus on "internationalization" might have on African-American students?

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